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ABSTRACT

This packet is designed to assist educational leaders in presenting current research-based information on the characteristics of effective schools to their school staff. The packet is divided into five sections, each including a sample presentation script, transparency models, and worksheets for promoting group discussion. The first section is an overview of recent research on school effectiveness, including limitations and criticisms of the research, followed by three basic insights into school effectiveness derived from the research: that family processes are more important than socioeconomic status; that student learning and development are products of organizational processes; and that teachers and their management play a crucial role in student achievement. The second section presents and discusses nine organizational characteristics of effective schools: (1) goals and expectations, (2) school climate, (3) leadership, (4) school-site management, (5) district-level support, (6) collaborative planning, (7) staff development, (8) curriculum articulation, and (9) parental involvement. The third section presents and discusses six classroom-level instructional characteristics: (1) high expectations, (2) teacher-designed instruction, (3) multi-ability grouping, (4) cooperative learning, (5) teacher-student interaction, and (6) order and discipline. The final section reviews information related to effective school improvement and staff development programs, and to the stages of planned change.(TE)

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Minnesota School Effectiveness Program

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RESEARCH SUMMARY PRESENTATION

The objective of this packet is

1. to provide educators with current research-based information on the characteristics of effective schools
2. to promote discussion among staff members around this research
3. to begin a process of examining the characteristics of individual schools in comparison to the research.

In order to provide this information to a school staff and promote discussion, a three hour session has been designed. This packet will help a leadership team present the current research to their faculty and will help the team structure discussion. The packet is divided into the following sections:

Overview

1. Sample Presentation Script
2. Transparencies

Organizational Characteristics

1. Indicators
2. Sample Presentation Script
3. Transparencies
4. Research Summary

Instructional Characteristics

1. Indicators
2. Sample Presentation Script
3. Transparencies
4. Research Summary

Planned Change

1. Sample Presentation Script
2. Transparencies

One of the objectives of this presentation is to initiate discussion among participants about school improvement. Procedures to facilitate the discussion are inserted at appropriate points in the Presentation Script and are indented and enclosed by a box for easy identification. Worksheets which may be copied and utilized for this activity are included.

To promote discussion, it is recommended that you establish discussion groups of 3-4 members. The group members should be heterogeneous: male/female; representing different grade levels or content areas; representing different amounts of experience or backgrounds. A smaller group will take less time yet still allow each member to contribute to the discussion.

The best accommodations for the session would be a place where groups can move together during discussion segments and apart during the presentation. An auditorium with fastened seats would not work as well as a cafeteria, media center or gym.

1. Sample Presentation Script

Schools have always been involved in improvement efforts, but now they are facing higher accountability and fewer resources. Therefore, school improvement efforts must be carefully chosen with clearly recognized student outcomes.

During this session we will review recent research on school effectiveness. Much of the research was compiled in School Improvement: Research-Based Components and Processes for Effective Schools produced by the Educational Cooperative Service Unit of the Metropolitan Twin Cities Area in cooperation with the Multidistrict Consortium for Long-Range Planning (MCLP), a sixteen district subregional planning group. The review was related to school effectiveness, instruction, learning, and planned change. It has been shown that many positive efforts at improvement have not really been successfully institutionalized. It is important that we not only know **what** changes to make, but also **how** to most successfully implement those changes.

This research should be the basis for your school's improvement plan. Staffs need to be aware of the whole range of information related to school improvement in order to choose appropriate training programs. Fifteen characteristics of effective schools have been identified in the research; these characteristics were compiled from a review of hundreds of studies, reviews of studies, and meta-analyses (statistical reviews of research). The characteristics are based not on single studies, but many studies conducted in different parts of the country and with different kinds of students.

There seems to be fairly wide agreement among the researchers on these characteristics. While the research focuses on instructional behaviors, it also identifies the roles that the principal, central office staff, students, and community must play in school improvement. Everyone has a responsibility.

It is necessary to point out some limitations and criticisms of the research.

Some research has limited student achievement to standardized math and reading achievement results. Many researchers define a school as being effective if students score well in math and reading. Many educators believe that schools must go beyond the basic skills to truly be effective; they believe psychosocial development or higher cognitive reasoning should also be included.

Some research is limited by grade levels or the socio-economic status (SES) of the schools included. Much of the school effectiveness research has been conducted in elementary schools and in schools characterized by low SES. There have been questions as to whether the results can be generalized to all schools - rural and urban; large and small; rich and poor.

Cause-effect relationships are unclear. Many of the research results are correlational; in other words, two elements appear to correlate (e.g., Higher achievement appears when teachers plan lessons with a clear objective in

mind). These elements appear together. The research is not really clear about causes and there appears to be "mutual causation". Many variables impact student achievement and no single variable can be identified because it is a set of variables which carries the most impact.

Despite these limitations, there has been much agreement among the researchers on these characteristics. Also remember the research review looked at hundreds of studies and reviews of studies. These characteristics are not based on a single study conducted in a remote setting; they are based on many, many studies.

The school effectiveness research does have good news for educators. In 1966, Coleman published a study which said that the SES of the family was more important to high achievement than the school was. In other words, schools made no difference in student achievement. The effective school research has in fact shown:

- **Family processes are more important than SES.** What happens within the family is a better predictor of achievement than is SES. If parents show interest and support to education, the child seems to do better.

- **Student learning and development are products of organizational processes.** The ways schools are organized, school climate, clear goals and expectations shared by the faculty and administration all have an impact on student achievement. Merely focusing on the classroom and instruction is not sufficient.

- **Teachers and their management play a critical role in student achievement.** Teachers do make a difference! The research has identified instructional behaviors and classroom management techniques which when used consistently have a positive impact on student learning.

> **Worksheet #1**: Before discussing the characteristics of effective schools, ask individuals to write their definition of an effective school, identifying major outcomes. Define outcome as what students should be able to do as a result of attending the school (question 1).
>
> Once individual definitions have been written, ask participants to share their ideas in a small group. Give groups 7-10 minutes to write and share. Take 5-8 minutes to share with the large group.

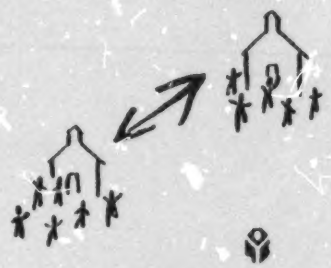
For this presentation the fifteen characteristics which have been identified as contributing to effective schools have been grouped in two clusters or categories.

I. School-wide organizational characteristics

II. Classroom instructional characteristics

2. Transparencies

MINNESOTA SCHOOL EFFECTIVENESS PROGRAM



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OBJECTIVES:

PARTICIPANTS WILL INCREASE THEIR UNDERSTANDING OF:

- School Organizational Factors Which Promote Effectiveness
- Classroom Instructional Characteristics Which Promote Effectiveness
- Processes Which Support Planned School Improvement
- The Importance Of The Interrelated Nature Of The Characteristics

WHY SCHOOL EFFECTIVENESS ?

BECAUSE....

- Schools Exist To Facilitate Student Learning
- Schools are Changing Organizations
- All Schools And Staff Can Improve
- Educators Now Have A Research-Based Common Vocabulary To Describe Effectiveness

AREAS RESEARCHED:

- School Effectiveness
- Instruction
- Learning
- Planned Change

CONCERNS ABOUT THE RESEARCH:

- Some Limited To Standardized Mathematics And Reading Achievement Results
- Some Limited By Grade Level Or S E S Of The Schools Included
- Cause-Effect Relationships Unclear

CLUSTERS OF CHARACTERISTICS

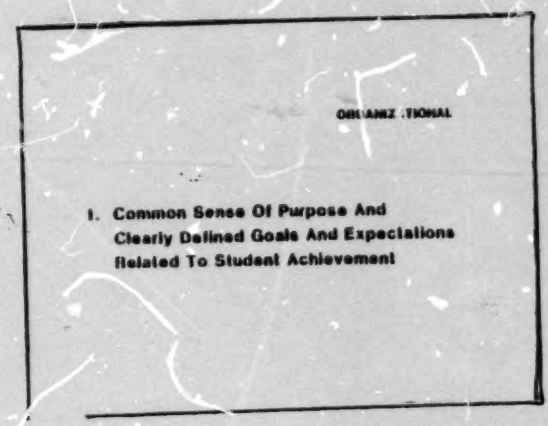
I. School-Wide Organization

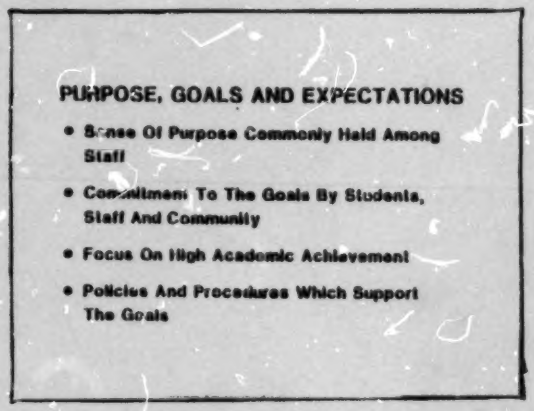
II. Classroom Instruction

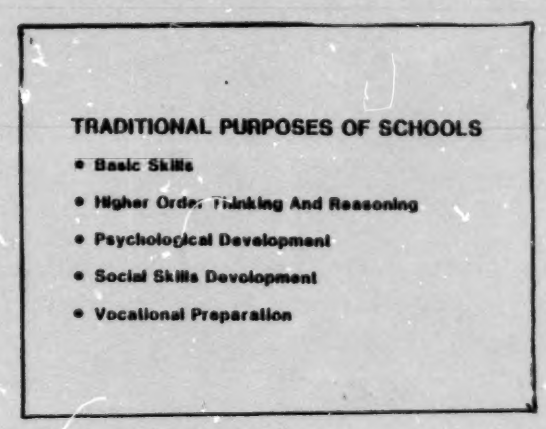
1. Write your definition of an effective school, identifying major student outcomes (i.e. high achievement in basic skills).

2. What characteristics/activities in your school demonstrate a standard of high academic achievement for your students?

3. Transparencies




PURPOSE, GOALS AND EXPECTATIONS
• Sense Of Purpose Commonly Held Among Staff
• Commitment To The Goals By Students, Staff And Community
• Focus On High Academic Achievement
• Policies And Procedures Which Support The Goals



4. Research Summary

A school which has consensus and commitment among its staff, administration, students, and community to a clearly defined set of goals and expectations related to high achievement is desired.

A central value of effective schools is high academic standards and student achievement (Prandt, 1982; Fairman & Haddock, 1981; Gauthier, 1982; Gray, 1981; Handler, 1972; Hersh, 1982; Holmes, 1981; Lasley & Wayson, 1982; Lezotte, 1982; Matthews, 1979; Murphy, Weil, Hallinger, & Mitman, 1982; Squires, Huitt & Segars, 1981). The interactions between members of an effective school emphasize and place high importance on students' academic achievement.

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B. CHARACTERISTIC 2: School climate which supports those goals and expectations

1. Indicators

A healthy, effective climate is characterized by:

- school administrators and staff working together in the decision making process
- school administrators and staff having high expectations for student achievement (Students are well aware of and understand these expectations.)
- students expecting to master their academic work
- school administrators and teachers holding high expectations for student behavior (Students are aware of these standards and expect to be held accountable for breaking rules.)
- a high rate of successful student-engaged time-on-task. (Instruction is a priority and is rarely interrupted.)
- teachers and students showing enthusiasm for teaching and learning
- teachers showing students they care about them
- school personnel, students, and community taking pride in their school

2. Sample Presentation Script

School climate has many definitions. The research defines school climate as more than the feeling you get when you walk into a building. Climate is defined in the research as: A tone or atmosphere resulting from interaction among teachers, students, and principals and consisting of attitudes, beliefs, values, and norms.

A positive school climate which facilitates achievement has values and norms which:

- esteem academics
- hold high expectations for achievement
- provide an orderly and disciplined atmosphere
- emphasize the positive

Bebermeyer in a review identified specific conditions which encompass a good school climate:

- Teacher expectation that all students can be taught
- Students who come to school and expect to learn
- Students treated equivalently not ability-grouped
- Achievement recognized and taking precedence over other school activities

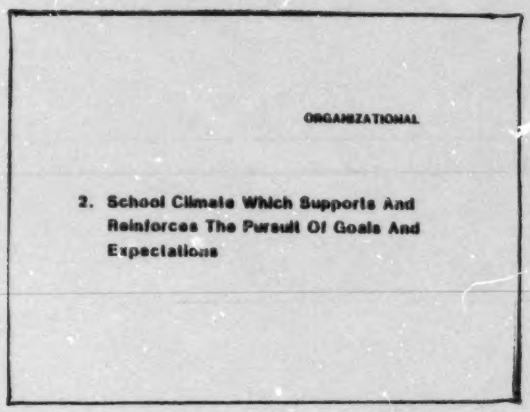
In the February (1984) issue of Educational Leadership, Sergiovanni describes school climate as the "culture" of the school. Along with naming components which make up the school culture, he points out that,

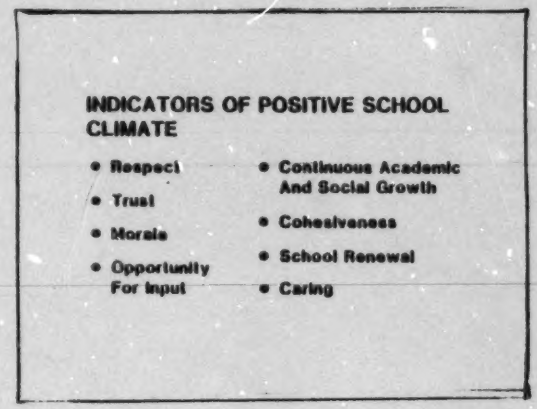
> "The more understood, accepted, and cohesive the culture of a school, the better able it is to move in concert toward ideals it holds and objectives it wishes to pursue."

Again, commitment and consensus are important. If schools are to be successful, those involved must move in concert toward those identified goals. Effective schools have clearly defined what they want to accomplish and help their members accomplish those goals.

Worksheet #2: Based on the information just presented about goals, expectations, and school climate, ask participants to list activities, norms, and characteristics in the school which reflect a standard of high achievement for students (question 2). Allow 7-10 minutes for groups to work and 5-8 minutes for sampling.

3. Transparencies





4. Research Summary

School climate has been identified as "the attitudes, beliefs, values, and norms that characterize the social system of a school" (Brookover & Erickson, 1975, p. 360). The school's climate has an impact upon its members and an impact upon how those members perform (Edgarmi, 1981). Climate, then, is a tone or atmosphere which results from the interaction among teachers, students, and principals (Chamberlin, 1971).

C. CHARACTERISTIC 3: Building-level leadership which encourages and monitors progress toward high goals and expectations

1. Indicators

The principal of an effective school:

- establishes specific procedures and criteria for evaluating classroom instructors and students (Multiple assessment methods are used to monitor both students and staff.)
- is knowledgeable about the process of school improvement and about the dynamic structure of their school's organization

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- is trained to evaluate instruction (Teachers are aware of and respect the principal's competence as an effective instructional supervisor.)
- observes classroom instruction regularly and meets with teachers to discuss and improve classroom practices
- offers ongoing, constructive feedback to the teaching staff on their effectiveness
- rewards teachers for excellence in teaching
- organizes yearly student achievement assessments and uses those test results as one source of information for planning improvement activities

2. Sample Presentation Script

Recent research has supported the importance of the principal in effective schools. The role of the principal has been redefined from that of being a building manager to that of being an instructional leader. Instructional leadership has been linked in the research to school effectiveness, student achievement, and positive school climate.

But what is Instructional Leadership?

Benjamin in his research described the behaviors of an effective principal who is an instructional leader by observing principals considered to be effective and comparing their behaviors to other principals.

His research showed that effective principals:

- Take strong initiative in identifying school goals and priorities

  Again we see the need for identifying goals and expectations. The principal also continually reminds staff of those goals and expectations and measures activities and procedures against those standards.

- Hold themselves and their staff personally accountable for student achievement

  A survey of school staffs showed that problems in effective schools were viewed as challenges, not defeats. Staff members did not blame outside forces (e.g., parents not working with their children or lack of money) for problems in achievement. They viewed the problem as an issue they could change and therefore held themselves personally accountable.

- Understand educational programs thoroughly

  Effective principals know how programs fit into the school's goals and expectations and ensure that new programs "match" the school. This does not mean principals could implement each program, but they do know the critical attributes.

- Are highly visible in classrooms and hallways

  A study in Pennsylvania showed that when principals walked into the classroom during reading, reading scores of the students tended to be higher. The presence of the principal seems to communicate to both teachers and students that the activity is important.

- Care more about students' academic progress than informal relationships with staff

  This item does not mean that informal relationships are not important but that again students' academic progress takes precedence over other issues.

- Attempt to handpick their staff members

  Effective principals want to ensure that staff members agree with the philosophy and culture of the school to enable everyone to move "in concert" toward common goals. For that reason, they attempt to pick staff members rather than have them hired by the central office.

- Set a tone of high expectations for students and staff

  The principal communicates high expectations for work and achievement to the staff and students.

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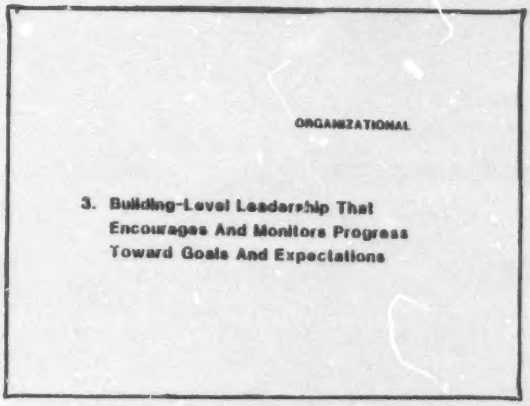
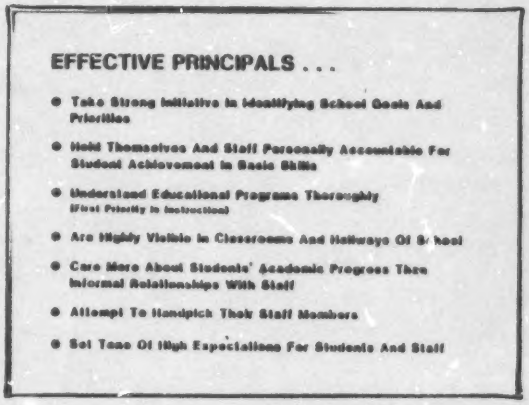
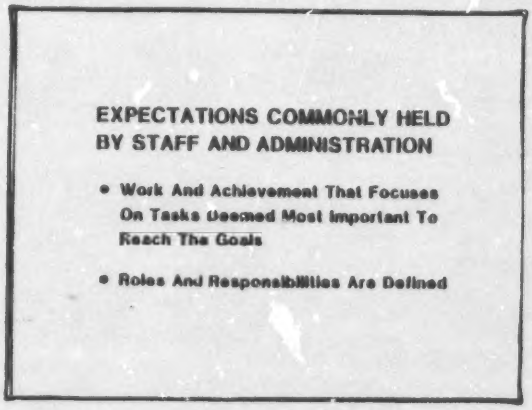



EFFECTIVE PRINCIPALS . . .
• Take Strong Initiative In Identifying School Goals And Priorities
• Hold Themselves And Staff Personally Accountable For Student Achievement In Basic Skills
• Understand Educational Programs Thoroughly (First Priority In Instruction)
• Are Highly Visible In Classrooms And Hallways Of School
• Care More About Students' Academic Progress Than Informal Relationships With Staff
• Attempt To Handpick Their Staff Members
• Set Tone Of High Expectations For Students And Staff


EXPECTATIONS COMMONLY HELD BY STAFF AND ADMINISTRATION
• Work And Achievement That Focuses On Tasks Deemed Most Important To Reach The Goals
• Roles And Responsibilities Are Defined

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4. Research Summary

The principal holds an important position within the school to influence and promote a value system which esteems academic excellence.

The school has been identified as the appropriate unit for change (Brookover, Beady, Flood, Schweitzer, & Wisenbaker, 1979; Brookover & Lezotte, 1979; Rutter, Maughan, Mortimore, Custon & Smith, 1979). The leadership within the school has also been identified as pivotal to promoting desirable interactions among its members and promoting commonly valued expectations and goals (Behling, 1981; Curran, 1982; Frazier, 1982; Kelley, 1981; Miller, 1982; Shoemaker & Fraser, 1981).

D. CHARACTERISTIC 4: School-site management with considerable autonomy in determining the exact means by which the goals and expectations are to be met

1. Indicators

A school staff which collectively determines the process and procedures for attaining school goals and expectations:

- works together well in the decision-making process
- uses staff input in helping to determine school procedures and practices
- encourages collegial relationships among instructional staff and between administrators and teachers
- has a principal who creates an "our school" concept: a school with which citizens, teachers, staff, and pupils identify
- develops a staff norm for continuous improvement of classroom instructional practices
- involves the principal in the instructional program
- creates school improvement programs to meet the school's identified needs and concerns

2. Sample Presentation Script

The Minnesota School Effectiveness program has focused on individual schools rather than whole school districts as a result of the research examining change efforts in American public schools.

In 1978, the Rand Corporation in California examined federally funded educational programs to determine their long-term effect on innovative programs. The studies showed that most of these programs were not institutionalized. One of their findings identified the school as the most appropriate place for planned change to occur.

The individual school may be more successful at planned change efforts because:

- It allows for planning by the faculty.

  Staff involvement in deciding upon improvement efforts has been identified as essential. Teachers are ultimately the ones making changes in their behavior and need to view the change as necessary and important.

- It takes into consideration the "culture" of the school.

  Each school has its own unique personality mirroring staff, administration, and students. New programs should be a good "match" for the school.

- It allows for "problem-solving" view of change.

  If the needs assessment is viewed as a "problem-solving" view of change; change efforts are initiated in necessary areas. Higher commitment and involvement on the part of the staff seem to accompany a problem-solving orientation toward change.

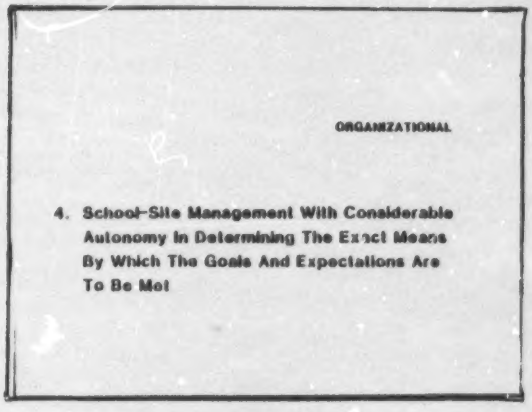
- It allows training to meet identified needs.

  Improvement plans should be based on an assessment of the school and its outcomes. The staff can then identify areas of strength and areas which need improvement and programs or activities which meet identified needs can be implemented. When programs meet needs which have been identified at the building level, staff is more likely to see the value of the program and actually implement the new behavior.

Autonomy here does not refer to complete freedom to do anything: choose any textbook, any school organization, any curriculum, any goal. It refers to what Sergiovanni has called "freedom within structure." Each school can have clear goals which are held in common within the district yet also have a certain amount of freedom choosing how those goals will be accomplished, taking into consideration the "culture" of the school and the unique personalities of the school.

The Minnesota School Effectiveness Program has taken this idea into consideration. Rather than expecting each school to implement all 15 characteristics, a needs assessment will be conducted and the staff will decide on priority improvement activities for implementation.

3. Transparencies


ORGANIZATIONAL
4. School-Site Management With Considerable Autonomy In Determining The Exact Means By Which The Goals And Expectations Are To Be Met

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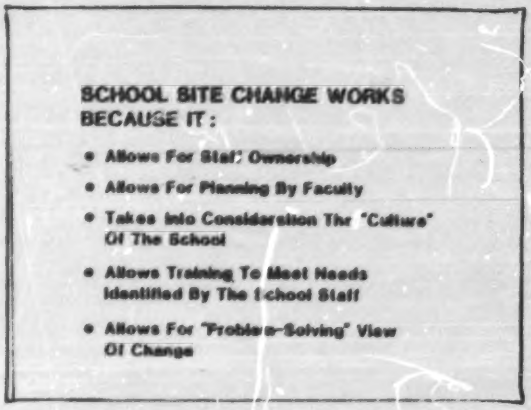
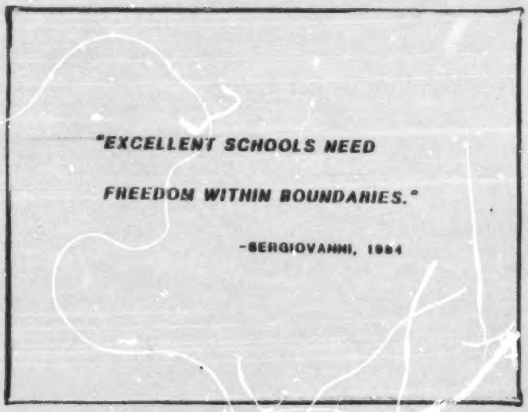

SCHOOL SITE CHANGE WORKS
BECAUSE IT:
• Allows For Staff Ownership
• Allows For Planning By Faculty
• Takes Into Consideration The "Culture" Of The School
• Allows Training To Meet Needs Identified By The School Staff
• Allows For "Problem-Solving" View Of Change



4. Research Summary

The school has been identified as the most appropriate place for planned change. The critical variables which need to be considered occur at the school level (Metro ECSU, 1983).

The school has also been identified as the best focal point for inservice programs; inservice programs tend to be more successful when they are school-focused programs as opposed to either curricular-oriented or district-level programs (Henderson & Perry, 1981). Research has indicated that schools which have a considerable amount of autonomy in determining the exact means by which to address the problems of increasing academic performance (Hunter, 1979) are more likely to institutionalize innovative programs.

Further, Heckman, Oakes & Sirotnik (1983) found that each school has its own culture resulting from organizational arrangements, patterns of behaviors, and assumptions. The local school is where "social, political and historical forces" impact practice; each school will be affected by these forces in different ways.

The organizational and environmental idiosyncracies of a school must be considered (Perry, 1981) for district-wide change efforts have not been found to be successfully implemented (Berman & McLaughlin, 1978).

Effective change efforts have also been characterized by the involvement of teachers in initiating, planning and conducting change programs through the collective effort of the faculty with a commonly held purpose (Lawrence, Baker, Hansen & Elzie, 1974).

E. CHARACTERISTIC 5: District-level support for building-level management of improvement efforts

1. Indicators

District-level support for school improvement includes:

- ensuring the awareness and knowledge of the change by central administrative people: the purpose and benefits of the practice should be clear
- arranging funding and other support
- assisting in evaluation
- helping plan how to continue and institutionalize the practice
- providing support and incentives to and for the principal
- protecting the innovation from budget cycle cuts by creating a line budget category

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- locating new practices which "fit" with the school and community
- securing administrative commitment, pressure, and support
- ensuring assistance is available to users after training phase is completed
- facilitating problem-solving with school staff and principal

2. Sample Presentation Script

Even though the research has focused much attention on the individual school building, the role of central office staff has been cited.

Recent research describes the role of central office staff as not to prescribe change but rather to help staff to examine their schools and decide on improvement plans. This relates to the "freedom within the structure" idea mentioned earlier.

Supported by central office can include:

- Technical assistance

  Central office staff can arrange for training, consultants, books and supplies necessary for identified programs.

- Instructional assistance

  Recent research by Bruce Joyce has shown that it is difficult to transfer skills learned in a workshop to the classroom setting. To aid in this transfer, instructional coaching should be provided along with time for teachers to observe each other and give feedback on instructional behavior. This kind of support can be arranged for by the central office.

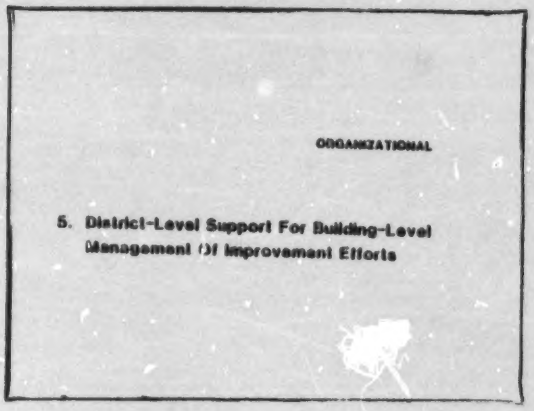
- Stabilizing practice

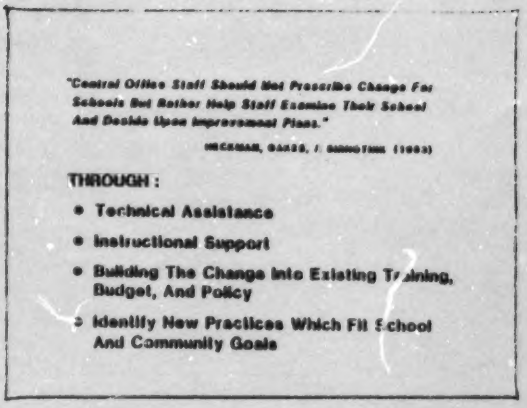
  Many teachers do not get involved in new innovations because they feel the innovations are short lived. Central office staff can ensure that enough time and effort are given to the innovation so an expectation to use the new technique is communicated. It also means change efforts must be viewed as multiple-year projects. This will help eliminate the expectation that innovations will be short lived. Teachers will no longer have the attitude "That's what they want me to do this year; it will be something completely different next year."

- Routinize innovations into existing training, budget, and policy

  A line item in the budget for the change program communicates to staff that this program has the long-term commitment of the district. Districts also communicate long-term commitment by developing district trailers to continue training staff.

3. Transparencies




"Central Office Staff Should Not Prescribe Change For Schools But Rather Help Staff Examine Their School And Decide Upon Improvement Plans."
THROUGH:
• Technical Assistance
• Instructional Support
• Building The Change Into Existing Training, Budget, And Policy
• Identify New Practices Which Fit School And Community Goals

4. Research Summary

While the individual school and its principal have the primary responsibility in planned change efforts, the central office staff must also be involved. Active support from central office people has been found to be critical to planned change efforts (Keys & Bartunek, 1979; Runkel & Schmuck, 1974, 1976; Schmuck, Murray, Smith, Schwartz & Runkel, 1975). Mere verbal support is not sufficient, support by superintendent and central office staff should include working with principals in problem solving with their staff: describing conditions, inferring problems, and identifying alternative solutions (Heckman, Oakes, & Sirotnik, 1983). Central office staff should not prescribe change for schools but rather help staff examine their schools and decide on improvement plans. Huberman (1983) found that when central office staff initiate a program, they also needed to provide technical and instructional support, get the practice stabilized, and "routinize" it into existing training, budget, and policy cycles to ensure its successful implementation.

F. CHARACTERISTIC 6: Collaborative planning and collegial relationships among staff and administration at the building level

1. Indicators

Collaborative planning and collegial relationships will be demonstrated by:

- regular and frequent professional talk among teachers about effective instruction
- peer observation and feedback regarding instructional practices
- administrative instructional supervision and conferencing
- a norm of experimentation where trying new instructional practices is promoted
- staff input into the development of goals, objectives, and expectations
- staff input into planning
- a staff decision-making process
- co-planning of instructional materials: curriculum, lesson plans and tests

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2. Sample Presentation Script

Judith Warren Little examined conditions in schools which promote the continuous improvement of teaching. She conducted "action research;" that is, she lived in schools watching and listening. She found some distinctive norms in those schools in which staff members were actively involved in improving instruction.

- Norm of collegiality

  Schools where staffs consciously worked on improving instruction were marked by a norm of collegiality. Teachers trusted each other as professionals; they discussed instructional issues and prepared worksheets, tests, and activities together. They visited each other's classrooms and gave feedback on instruction. Teachers taught each other about the skill of teaching.

- Norm of continuous improvement

  Teachers in these schools believed they could always improve their instructional practices. They knew their work was never done, that they could continually refine and learn better ways to teach.

- Norm of experimentation

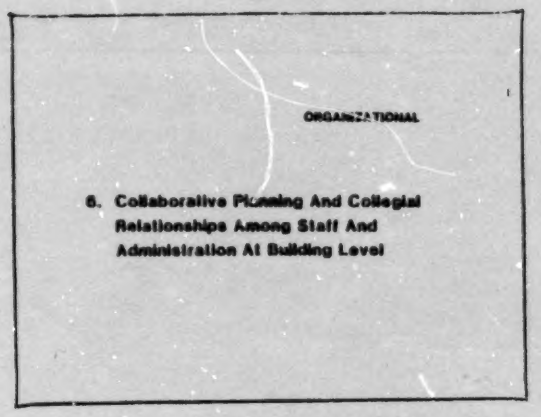
  This communicates that there is no expectation that new practices will be done "perfectly" the first time or even the first few times. It says that teachers will be protected when they try new practices, that they can take a risk without fear of reprisal.

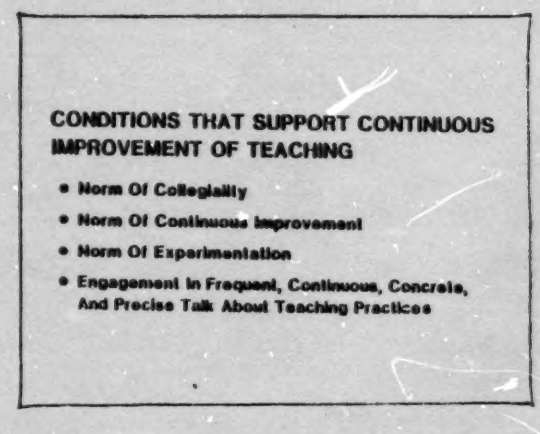
- Engagement in frequent, continuous, concrete and precise talk about teaching practices

  Little found that "lounge talk" centers around instructional issues not merely personal issues or "gripe" sessions. Staffs involved in continuous improvement shared a professional language that was specific and precise. For example, the label "active participation" did not have to be defined; staff members understood the critical attributes of the skill.

  The principal is very influential in establishing these norms as he/she can sanction and support activities between teachers.

3. Transparencies


ORGANIZATIONAL
6. Collaborative Planning And Collegial Relationships Among Staff And Administration At Building Level


CONDITIONS THAT SUPPORT CONTINUOUS IMPROVEMENT OF TEACHING
• Norm Of Collegiality
• Norm Of Continuous Improvement
• Norm Of Experimentation
• Engagement In Frequent, Continuous, Concrete, And Precise Talk About Teaching Practices

4. Research Summary

Judith Warren Little (1981) reported that among the characteristics of schools that had successfully implemented change was a norm of collegiality. Collegiality allows teachers to teach others about effective instructional behaviors. This includes professional talk, peer observation, and co-planning curriculum, lesson plans, tests, and other materials.

Showers (1983) found that new teaching models were more likely to be incorporated into regular classroom teacher behavior when "coaching" was included as follow-up to teacher inservice programs. Coaching includes the regular classroom visits of administrators, teachers, or trainers after initial training to promote the use of newly acquired skills. Coaching is best conducted in a collegial environment.

Participant planning and decision making is often cited as an important means of facilitating planned change efforts (Berman & Pauly, 1975; Klausmeier, 1982; Lawrence, et al., 1974; Naumann-Etienne, 1974; Parish & Arends, 1983; Thompson, 1965). The benefits of participant planning are numerous: increased clarity about the innovation, reduced initial resistance, less development of resistance during implementation, and increased likelihood of effective "mutual adaption" (Parker, 1980). Berman & Pauly (1975) found that if teachers did not participate in the day-to-day decisions involved in the adaption of an innovation, implementation was more difficult and less effective.

Because teachers are usually the "consumers" of school change efforts, securing their support is crucial. Teachers have relative autonomy in their classrooms; they must see the necessity for a new practice in order to change their instructional behavior. Involving teachers also helps ensure that goals, objectives, strategies, and tactics are clearly understood.

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G. CHARACTERISTIC 7: A building-level staff development program directed toward school goals and closely related to the instructional program of the school

1. Indicators

Successful building-level staff development programs:

- include staff input into content, planning and training
- are designed with the help of the staff with commonly held purposes in mind
- are relevant to current classroom concerns
- are conducted in a supportive, collegial environment
- state clearly expected changes in classroom behavior and support those changes by peer and administrative observations and conferencing
- are conducted at the school site
- have demonstration opportunities and train teachers to observe new practices in themselves and others
- do not rely on lecture presentations as the main activity
- are scheduled at times that do not compete with but complement other professional obligations

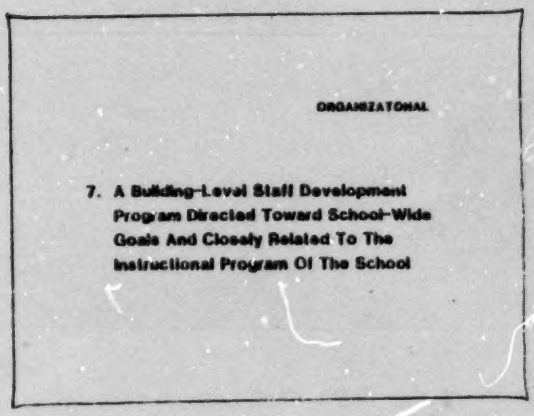
2. Sample Presentation Script

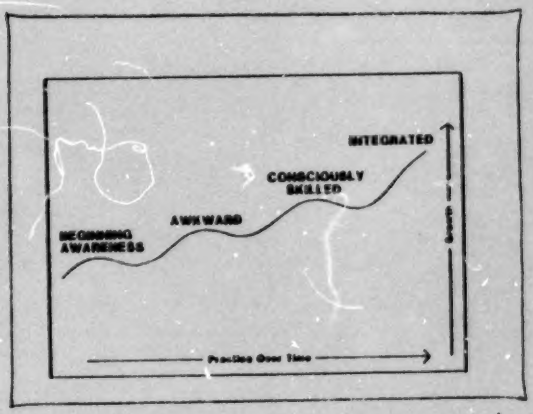
Evidence suggests that the school is the logical unit to analyze needs and to implement inservice programs to meet those needs. It is often assumed that all schools are the same and improvement programs can be unilaterally imposed. In reality, each school has its own organizational arrangement, patterns of behavior and assumptions which come together in a unique way. Therefore assessment data will be interpreted and programs for change will happen in different ways at each site.

Successful change efforts based on a problem-solving process rather than an opportunistic process are more likely to be successful. Problem-solving includes an assessment of needs and the identification of an area of improvement. Once the problem has been assessed a program can be adopted to meet those needs. An opportunistic process refers to adopting a program because it is available or free rather than because it addresses an expressed need.

Learning theory can be applied when attempting to achieve a change in the behavior of the professional staff. As illustrated in the transparency, participants must have knowledge of a new skill before trying it in the classroom. Because new skills are implemented at awkward and consciously skilled levels before becoming integrated behavior, support and assistance is especially important at these stages.

3. Transparencies


ORGANIZATIONAL
7. A Building-Level Staff Development Program Directed Toward School-Wide Goals And Closely Related To The Instructional Program Of The School



4. Research Summary

Inservice programs are intended to improve the knowledge, skills, and attitudes of the participants. As mentioned in Characteristic 4, the individual school seems to be the most appropriate system within which change efforts occur. Meaningful change, reports Gauthier (1982), involves the whole school: the principal and a critical mass of the faculty. Staff development should be school-wide rather than specific to individual teachers and should be closely related to the instructional program of the school (Venezky & Winfield, 1979; Glen, 1981; Armour, 1976; Levine and Stark, 1981.)

Effective staff development programs include an intensive training schedule: multiple sessions, spread over time, with opportunities to discuss and problem solve (Fullan & Pomfret, 1977). An intensive schedule differs greatly from single workshops or pre-service training. Successful inservice programs should be relevant, relate to current classroom concerns, be accessible, and conducted in a supportive and collegial environment (Berman & McLaughlin, 1976). Appropriate staff development grows out of expressed needs of teachers and is a part of the process of collaborative planning and collegial relationships (Purkey & Smith, 1982). Collegial relationships among staff help create an atmosphere conducive to change rather than having staff development viewed as remediation which encounters resistance (Purkey & Smith, 1982). Effective change efforts have been shown to have the active involvement of teachers in initiating, planning, and conducting of training. Training programs are effective when designed by the faculty with commonly held goals in mind (Lawrence, et al., 1974).

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H. CHARACTERISTIC 8: Curriculum articulation and organization with appropriate time devoted to planned, purposeful instruction focused on the desired outcomes and coordinated across grade levels

1. Indicators

A school which has organized curriculum and instruction to match desired outcomes and goals:

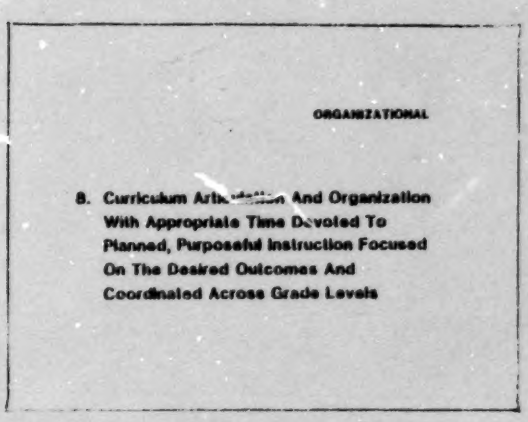
- determines objectives and articulates those objectives across grade levels
- ensures that the textbooks, activities, and curriculum match desired student outcomes
- increases students' successful engagement rate of academic learning time
- trains teachers in techniques to increase academic learning time
- organizes school activities to maximize learning time (instruction is rarely interrupted.)
- presents rules, procedures and assignments to students in a clear, detailed manner
- determines that content is appropriate given the student's prior learning

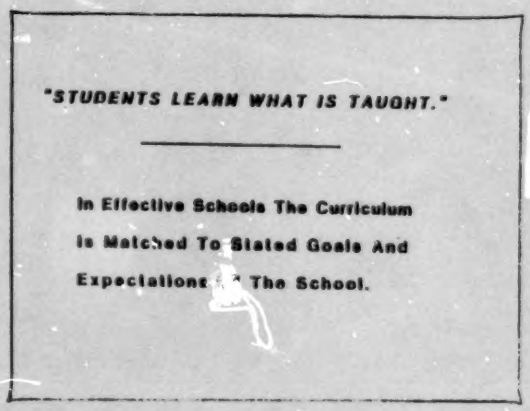
2. Sample Presentation Script

Squires, Hitt, and Segars in their book on effective schools put this idea quite simply: "Students learn what is taught." In other words, staff members need to examine the curriculum to see if it reflects the goals and objectives of the school.

It is also necessary to see if the identified skills and objectives reflect what is actually taught and tested. Do the standardized, norm-referenced tests used in the district to assess achievement match the skills and objectives covered in the curriculum? Many schools have found that their achievement scores were low because students had not been taught much of the material included in the test. Students should be given an opportunity to learn the skills and objectives which have been identified as important.

3. Transparencies


ORGANIZATIONAL
8. Curriculum Articulation And Organization With Appropriate Time Devoted To Planned, Purposeful Instruction Focused On The Desired Outcomes And Coordinated Across Grade Levels


"STUDENTS LEARN WHAT IS TAUGHT."
In Effective Schools The Curriculum Is Matched To Stated Goals And Expectations Of The School.

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4. Research Summary

Matching the content, objectives, and activities to be taught, to the desired outcomes identified by the school is a worthwhile activity. The curriculum should be organized to reflect the skills and objectives to be covered; this organization increases the likelihood that those skills and objectives will actually be taught (Squires, et al., 1981). Once the goals and expectations for student performance have been identified, the curriculum should be reviewed to ensure that what is taught aligns with those stated goals and expectations.

Also, the amount of time-on-task that is devoted to the content and objectives to be covered should be considered. The assumption underpinning time-on-task is that the more time devoted to a topic, the better grasp a student is likely to have on the topic (Denham & Lieberman, 1980; Fredrick, 1980; Gauthier, 1982; Gross, 1983; Handler, 1972; Harnischfeger & Wiley, 1976; Lanier & Glassberg, 1981; Lezotte, 1982; Murphy, Weil, Hallinger, & Mitman, 1982; Squires, et al., 1981). A distinction has been made between sheer quantity and quality of time. Academic learning time (ALT) has been shown to be the best measure of active time-on-task. ALT is characterized by a high rate of successful engagement by students in academic learning activities.

1. CHARACTERISTIC 9: Parent involvement in their child's education and parental support of the goals and expectations of the school

1. Indicators

Parent support and involvement is characterized by:

- awareness, understanding, and support of the basic objectives of the school
- belief that parents are important to the school's accomplishment of its objectives
- contribution to the child's daily pursuit of educational objectives
- frequent communication to the parent by the school regarding the child's academic progress
- a wide range of possible school involvement activities available to parents
- awareness of the importance of homework
- awareness of ways parents can help their children with their studies

2. Sample Presentation Script

Researchers have distinguished between parent support and parent commitment to education. Parent commitment involves activities which were earlier described as the family processes which support achievement. Earlier research by Coleman had suggested that a high socio-economic status (SES) was related to achievement. Family processes have been identified as more important than SES. Those processes include:

- Press for achievement

  Parents communicate to their children that achievement and doing well in school are important.

- Language models

  Parents act as good language models for their children and give home guidance about education, courses and school.

- Involvement

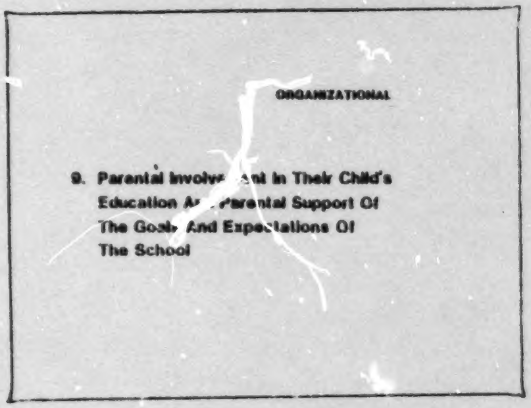
  Parents discuss school, aid with homework and stress the importance of homework with their children.

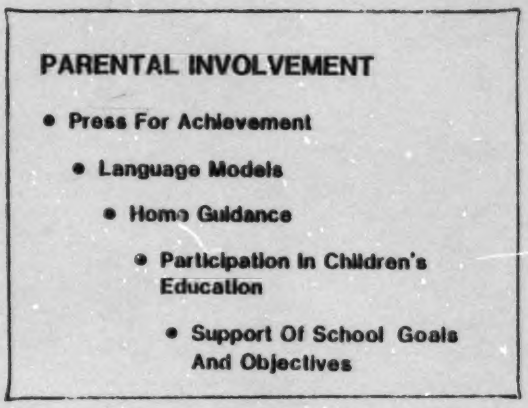
Brookover has defined parental support as:

> "Any action or attitude <u>at home</u> which reinforces the goals of the academic program of the school."

Schools no longer expect all parents to come to school and volunteer their time; many students come from single-parent homes or have two working parents. To cultivate parent support, schools need to make parents aware of the school's goals and objectives, help them to view those goals and objectives as important, and communicate frequently about the child's academic progress. Schools can also help parents become aware of ways they can help their children at home. Some schools have started training programs to teach parents how to help with homework.

3. Transparencies


ORGANIZATIONAL
9. Parental Involvement In Their Child's Education And Parental Support Of The Goals And Expectations Of The School


PARENTAL INVOLVEMENT
• Press For Achievement
• Language Models
• Home Guidance
• Participation In Children's Education
• Support Of School Goals And Objectives

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4. Research Summary

Parent involvement in the educational progress of their children has been noted as important by numerous researchers (Clauset & Gaynor, 1982; Conklin & Dailey, 1982; Donovan, 1983; Frazier, 1982, Gauthier, 1982; Hersh, 1982; Heyneman & Loxley, 1983; Kelley, 1981; Levine & Stark, 1982; Lezotte, 1982; Moles, 1982). Parent involvement is described as family process factors: the press for achievement, language models, home guidance, and participation (Fotheringham & Creal, 1980). These factors are more predictive of educational attainment than is the socio-economic status of the family.

Parent support refers to any action or attitude at home which reinforces the goals of the acadmic program of the school. It can be as simple as parents following through on requests or instructions from the school, (e.g., contacting the school when the child is absent, or more extensive, such as setting time aside each night to review homework or practice spelling words with their children).

These nine characteristics make up the school-wide organizational characteristics. One of the contributions of this research was to establish that the school organization has an impact on students' achievement. School effectiveness goes beyond what happens between teachers and students in the classroom to the norms and values held by administrators, staff, students, and community.

Worksheet #2: Ask each member of the group to indicate where they would mark the continuum and tell why. After each has shared his/her individual perspective, the group should decide where to place the mark. Allow 10 to 15 minutes for this activity.

ORGANIZATIONAL CHARACTERISTICS OF EFFECTIVE SCHOOLS

1. Goals And Expectations
2. School Climate
3. Leadership
4. School Site Management
5. District-Level Support
6. Collaborative Planning
7. Staff Development
8. Curriculum Articulation
9. Parental Involvement

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School-wide Organizational Characteristics

To what degree has your school focused on the following characteristics:

	Very little	Moderate	Intense
A. Clear goals and expectations related to achievement	1	2	3
B. Positive school climate supporting achievement	1	2	3
C. Effective building-level leadership	1	2	3
D. School-site autonomy in determining ways to attain goals	1	2	3
E. District-level support for building-level change	1	2	3
F. Collaborative planning and collegial relationships	1	2	3
G. Building-level staff development designed to meet identified needs	1	2	3
H. Curriculum articulation focused on desired outcomes	1	2	3
I. Parental involvement	1	2	3

The second major set of characteristics of the School Effectiveness program are instructional characteristics. They comprise instructional behaviors which have been identified by the research to increase student achievement. Instructional characteristics also involve attitudes and interaction patterns.

J. CHARACTERISTIC 10: High expectations commonly shared among staff for the performance of all students

1. Indicators

Expectations:

- are clearly stated in a written form
- are understood and agreed upon by administration, staff, students and parents
- are constantly monitored, reviewed, and clarified
- allow for rewarding those who perform expected behaviors
- are created with staff and community input

2. Sample Presentation Script

A landmark study in the field of teacher expectation toward students was done by Rosenthal and Jacobsen in 1968. It examined the "self-fulfilling prophecy." In that study, teachers were given groups of students whom they were told were of high ability or low ability. Achievement scores were given to the teachers to reinforce those perceptions. Teachers reported that those students were indeed high ability or low ability. But, the teachers were not given only high or low ability students; they were given students of a mixture of abilities.

What this research suggests is that teachers had different expectations towards students whom they perceived to be of different abilities, and that those expectations could lead to differences in the way teachers interacted with students, differences in the curriculum provided; and, over time, differences in the achievement level of students.

Research following Rosenthal and Jacobsen have found that the student's behavior toward the teacher is also different. Students who perceive themselves to be of low ability tend to volunteer less, have fewer positive interactions, and are less warm. High ability and low ability students act differently and those differences have an impact on the teacher.

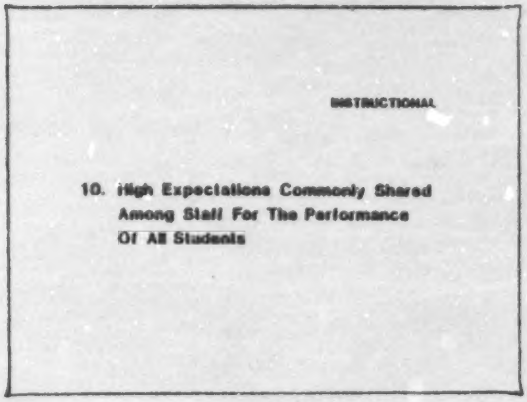
Teachers tend to be warmer, smile and nod more often, and make more eye contact with high ability students. With low ability students, teachers tend to be less warm and give more criticism and public interaction is lessened. Higher ability students are asked higher level questions and, if they do not answer the question immediately, are given hints or clues. Low ability

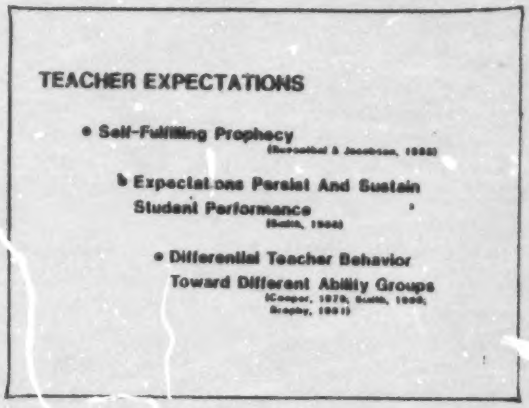
students are asked lower level questions and, if they don't answer, the teacher goes on. Praise is also used differently by the teacher toward students of different abilities. One study reported that teachers even praised low ability students for giving the wrong answer.

Over time, differing expectations and interactions between teachers and students can increase the variance in achievement between high and low ability students.

High expectations should be distinguished from what some teachers refer to as "high standards." This means the teacher believes that all students can learn. Research by Brophy suggests that teacher efficacy also impacts expectations. Teacher efficacy can be described as the teachers' belief that they truly can teach all students. In other words, do teachers believe they can successfully teach low ability students as well as high, L.D. as well as regular students, special education students as well as mainstream students? The teacher's belief can impact student expectations.

3. Transparencies




TEACHER EXPECTATIONS
• Self-Fulfilling Prophecy
• Expectations Persist And Sustain Student Performance
• Differential Teacher Behavior Toward Different Ability Groups

4. Research Summary

Much research has been conducted in the area of teachers' expectations of students and student ability; teacher expectations are of paramount importance (Rosenshine, 1978). Teacher biasing of instructional outcomes, referred to as "self-fulfilling prophecy," was first researched by Rosenthal & Jacobsen (1968). Teacher expectations tend to persist and sustain student performance - often at undesirable levels (Cooper, 1979, Guskey, 1982, Smith, 1980). These expectations are reflected in the kinds of activities and curriculum teachers choose for students and also in a number of other differential behavior treatments. Teachers tend to be warmer, use more smiles,

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head nods, eye contact, and personal interactions with students perceived to have high ability. Those bright students receive more praise, are asked more questions, and are encouraged to respond appropriately. Students perceived to be less able receive more criticism, more control, less teacher contact (Cooper, 1979; Brophy, 1981; Good, 1981; Washington, 1979). Newman (1981) suggests that student alienation can be reduced by having clearly stated and limited goals. Student alienation is a common barrier to effective school practices.

K. CHARACTERISTIC 11: Teacher-designed instruction that maximizes substantive learning time, monitors student progress, and gives regular feedback to students regarding progress

1. Indicators

Teacher-designed instruction includes:

- students spending the majority of their classroom time in activities related to intended learning outcomes
- teachers establishing and maintaining a brisk pace for instruction
- classroom activities that are challenging
- systematic monitoring and recording of student achievement
- students and parents being regularly advised of the student's academic progress
- teachers choosing instructional activities which promote high success and achievement for all students
- teachers assigning homework frequently and purposefully
- students from all socio-economic backgrounds having high achievement
- teachers constantly adapting their instruction to meet student needs
- a system establishing student accountability for behavior and academic work
- teachers rewarding student achievement
- teachers maintaining accurate records of student progress
- teachers being available for students who have difficulty with classroom assignments

2. Sample Presentation Script

One of the emerging views of instruction is that it is a stream of continuous teacher decisions with the intent of promoting student learning. The teacher is viewed as being responsible for deciding upon activities which increase learning. The behaviors which have been identified as being critical to direct instruction are:

- Clear goals communicated to students

  Planning for instruction begins with identifying outcomes, (i.e., what the student should learn by the end of the lesson). The goal should be clearly communicated to students so they are aware of the purpose for the activities. A study recently revealed that many teachers begin their lesson plans by deciding what activities students will do during the lesson rather than deciding what students will learn.

- Sufficient time allocated to instruction

- High correlation between objectives taught and objectives tested

  Tests should have high validity: Do they test the material which students have been asked to learn? It does not make sense to test students on material they have never seen before. A low test score may indicate students have not been taught the content being tested.

- Careful ordering and/or sequencing of goals and tasks

  Some educators refer to this element as "task analysis." Some learning is dependent upon other learning and therefore should come first. For instance, addition and subtraction precedes multiplication and division. Success with multiplication and division are dependent upon students knowing addition and subtraction. The order of instruction is important.

- Teacher control of instructional goals and materials

  Based on monitoring of student work, the teacher should decide upon objectives at the correct level of difficulty for their students. The material should not be too difficult or too easy; it should be a challenge yet result in a high level of success.

- Teacher control of the pace of learning

  Pace of instruction is determined through monitoring of student performance not merely on a pre-planned schedule.

- Monitoring student performance

  Teachers need to be in touch with how well and how many students are mastering the objective. Monitoring ensures students are "with" the teacher. Monitoring has implications for:

  a) the pace of instruction (Why go onto the next step if they have not mastered the last one?);
  b) choice of goals and materials (choosing objectives at the correct level of difficulty); and
  c) feedback to students on their progress.

- Immediate and academically-oriented feedback to students

  Students need feedback on their academic performance. Students are helped when they know what they have and have not learned. Feedback as described here is specific and descriptive. Rather than saying a student has done a "good job", specific feedback would indicate that the student has shown s/he has learned to place commas appropriately for appositives, direct address, and parenthetical expressions, but needs to review the use of commas in quotations.

Teacher-designed instruction helps focus students on important learning tasks and increases their time-on-task. The concern for the amount of time-on-task results from the simple idea that the more time spent on a subject, the more likely it is to be learned. Sixty minutes versus 30 minutes in reading should result in better reading skills.

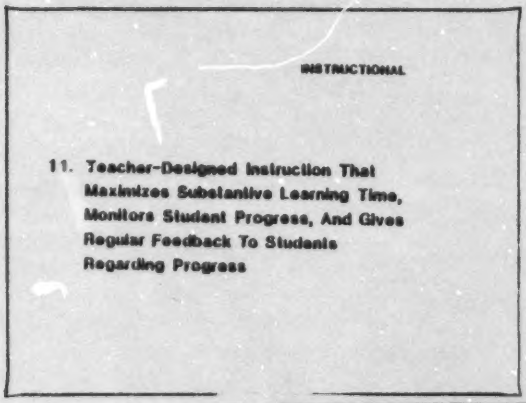
At first, researchers looked at the amount of time in the schedule allocated for different subject areas. What they found was that even within the same school, very different amounts of time were set aside for instruction of academic content and that instructional time within allocated time varied. Then, researchers began to examine the quality of the use of that time. They also found a wide variance in the amount of academic learning time spent in different classes. Academic learning time is composed of these elements:

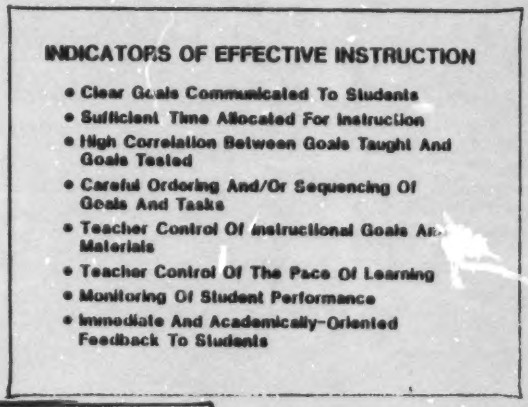
- students engaged in the instructional objective (on task)
- students successfully involved (able to do the work)

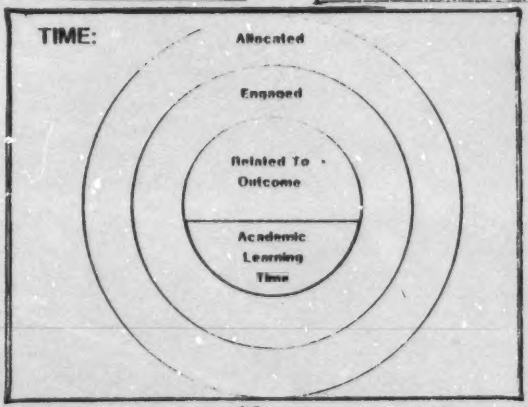
Classroom management techniques as well as instructional behaviors influence academic learning time. In some classrooms, researchers found teachers spending one-quarter to one-third of the class period taking roll, collecting homework, collecting lunch money, hearing announcements or setting up the classroom for instruction, (e.g., moving students into or out of groups).

Research also cautions against the use of extensive period of time for seatwork. Brookover (1983) reports that students are two or three times as likely to be off task during seatwork than during whole-group instruction or structured group work. If seatwork is used, it should be viewed as important by students and be used for short periods of time.

3. Transparencies


INSTRUCTIONAL
11. Teacher-Designed Instruction That Maximizes Substantive Learning Time, Monitors Student Progress, And Gives Regular Feedback To Students Regarding Progress


INDICATORS OF EFFECTIVE INSTRUCTION
• Clear Goals Communicated To Students
• Sufficient Time Allocated For Instruction
• High Correlation Between Goals Taught And Goals Tested
• Careful Ordering And/Or Sequencing Of Goals And Tasks
• Teacher Control Of Instructional Goals And Materials
• Teacher Control Of The Pace Of Learning
• Monitoring Of Student Performance
• Immediate And Academically-Oriented Feedback To Students



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4. Research Summary

Teacher-designed instruction requires that teachers select objectives at the correct level of difficulty, teach to those objectives, clearly communicate tasks to students, monitor student outcomes and adjust to meet their needs, and provide regular ongoing feedback on academic progress. Student involvement and high "time-on-task" are also desired (Behling, 1981; Brandt, 1982; Cooley & Leinhardt, 1980; Donovan, 1983; Egan, 1982; Evertson, Anderson, Anderson & Brophy, 1980; Gage, 1979; Gauthier, 1982; Holmes, 1981; Peterson & Walberg, 1979; Rist, 1970; Rutter, et al., 1979).

Teacher-designed instruction assumes the teacher chooses appropriate activities for students to help them master academic objectives. Teacher-designed instruction might include lecture, laboratory activities, class discussion, or students working independently with a computer. One caution to add at this time is that seatwork must be used with discretion. The Beginning Teacher Evaluation Study (Fisher, Berliner, Felby, Marliave, Cahen, Dishaw, & Moore, 1978) reported that student engagement rates are very low during activities which require seatwork. While seatwork can be beneficial, the teacher must ensure that students are "actively" and "successfully" engaged in the work for it to be effective.

L. CHARACTERISTIC 12: Grouping that is flexible, promotes high expectations for all learners, and encourages social cohesion and interaction among all students

1. Indicators

Appropriate grouping of student occurs when:

- administrators and teachers understand that students of all ages are extremely sensitive to even the most subtle attempts to stratify them on the basis of ability
- teachers emphasize whole group instruction
- student groupings are heterogeneous for the most part
- efforts are made to avoid underplacement of students in ability-based groups
- groups are reviewed and adjusted often as dictated by changes in student achievement levels

2. Sample Presentation Script

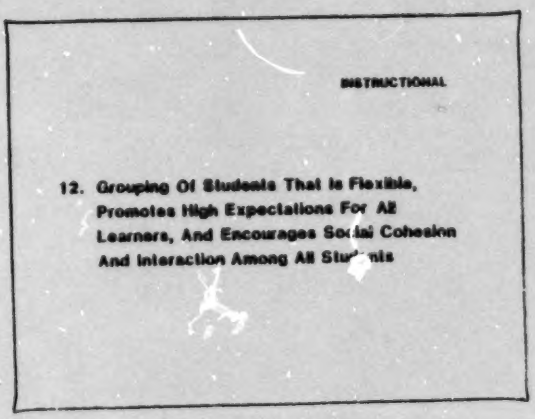
Findings on grouping have their foundation in teacher expectation research. That research, mentioned earlier in Characteristic 10, reported that teacher expectations and behaviors toward students perceived to have different ability levels lead to a wide variance in achievement. Low-ability homogeneous grouping is done with the intention of remediating learning if all the students performing at the same level are placed together. It is argued that they can be given appropriate materials and learn more. Research has not supported that idea; increased achievement for students in low-ability homogeneous groups is not supported by research.

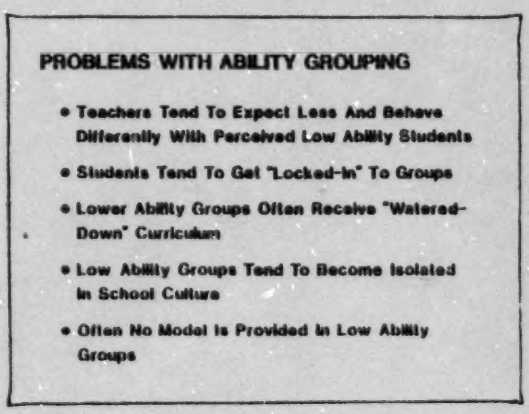
It should be noted that much of the research was conducted at the elementary level. There seems to be some evidence that flexible grouping by ability level at the secondary level may positively affect achievement.

A major concern is that once students are placed in a group, they tend to get locked into that placement. They are not remediated. Group placement itself can be based as much on behavior and previous grades as on academic performance. If group placement changes, the move is usually to a lower-ability group, rarely to a higher ability group.

When students realize they have been chosen for a group for a negative reason, it has a detrimental effect on them. Not only do they receive watered-down curriculum and different interaction with the teacher, but they tend to believe and accept the teacher's view of their ability. They begin to believe they are "dumb." This belief has an impact on what they believe they can do and as a result, these students may not even try for they believe it will never make a difference. They can become socially dysfunctional and not view themselves as a part of the school's mainstream. Therefore, approaches to maximize the learning of those of different abilities might more appropriately be done along the lines of clustering programs which group by identified criteria.

3. Transparencies


INSTRUCTIONAL
12. Grouping Of Students That Is Flexible, Promotes High Expectations For All Learners, And Encourages Social Cohesion And Interaction Among All Students


PROBLEMS WITH ABILITY GROUPING
• Teachers Tend To Expect Less And Behave Differently With Perceived Low Ability Students
• Students Tend To Get "Locked-In" To Groups
• Lower Ability Groups Often Receive "Watered-Down" Curriculum
• Low Ability Groups Tend To Become Isolated In School Culture
• Often No Model Is Provided In Low Ability Groups

4. Research Summary

Leinhardt and Palley (1982) concluded that achievement in ability groups is not simply the result of the grouping but rather an outcome of the concomitant expectations and teaching. Low-ability homogeneous grouping has not been associated with improved instruction (Leinhardt & Palley, 1982; Winn & Wilson, 1983); in reality, the tendency is to have lower expectations for those students (Acland, 1972; Alexander & McDill, 1976, Good, 1981; Hargreaves, 1967; Heyns, 1974; Schafer & Olexa, 1971). Students, once placed in ability groups, tend to get "locked-in." If there is movement from one group to another it has generally been found to be a downward movement (Rosenbaum, 1976). Homogeneous grouping results in differentiated learning experiences and student expectations and tends to provide vastly

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different educational experiences to "high" ability and "low" ability students. These differentiated experiences produce vastly different levels of student achievement over time (Brookover, et al, 1982). Wilson and Schmits (1978) found that the practice of homogeneous grouping has not been supported by research for over fifty years, yet it is still a pervasive practice in schools.

Students, also, are very sensitive to social comparisons among peers and to their differences. Homogeneous-ability grouping may result in feelings of relative deprivation of less skilled students (Levy, 1983; Schwarzer & Schwarzer, 1982). These low-ability students tend to create anti-educational norms (Winn & Wilson, 1983) as well as other counter-culture behaviors such as drug abuse (Johnson, 1980b). In addition, Johnson & Johnson (1980) propose a social judgment process in which initial impressions and stereotyping of an individual can lead to a differentiated and dynamic view or to a static and oversimplified view of others.

M. CHARACTERISTIC 13: Effectively structured and appropriately managed cooperative group learning emphasized

1. Indicators

Cooperative group learning is characterized by:

- small (2-6 member) heterogeneous-ability groups
- interdependent structure with high individual accountability
- cooperative environment and reward system
- well structured group tasks
- student support for each other's efforts to achieve
- social skill training so that students have the skills to work effectively in a group
- monitoring and processing of group members' behaviors.

2. Sample Presentation Script

Cooperative group learning is an instructional technique which differs from the use of other groups in the classroom and can be defined as small groups of students working on a common task with a common goal. Reading groups or science partners are not necessarily cooperative groups.

Group size may range from a pair to five or six members depending upon the age and experience of the students. Students are not merely sitting next to each other and working on the same worksheet, nor are they at the same table receiving instruction from the teacher. Cooperative group members work together to learn material.

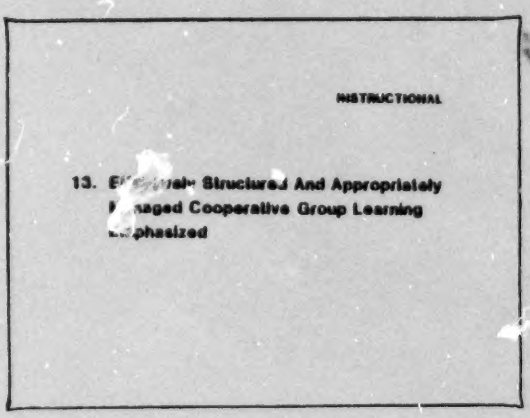
Groups can have either homogeneous or heterogeneous ability membership. Members of the group know that their behaviors and learning have an impact on other group members. It matters if one member of the group does not learn the material. Their performance is related or impacts other members' performance. It benefits members if everyone does well; it benefits individuals to ensure everyone knows the academic material. This aspect is essential to cooperative groups and distinguishes it from other classroom groups.

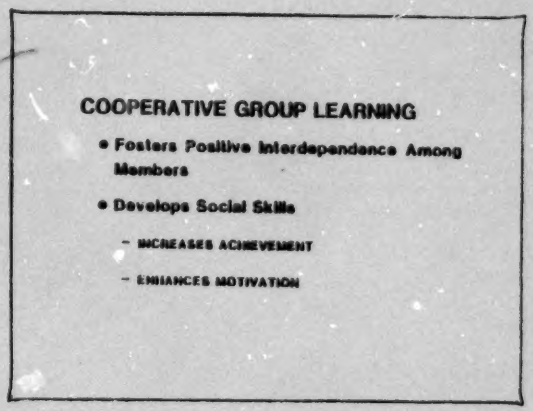
Another aspect of cooperative learning which distinguishes it from other grouping is that students are trained to work in groups. This training is conducted because students have not necessarily developed the skills needed to work well together. Teachers are trained to teach skills involving trust, communication, leadership, and conflict resolution with the intention that this training will make students better group members.

Cooperative groups are highly structured; there are clear goals and role responsibilities. Students' academic and social behaviors are monitored. The teacher acts as a consultant to the groups and can intervene when either the task or social skills break down. One study reported that highly structured cooperative groups had just as much time-on-task as large group presentation.

Cooperative groups also allow for an overall context in the classroom which communicates caring and concern for everyone's learning. Students who have been involved in cooperative groups report that they feel other students and their teacher care about their learning. This classroom climate supports high academic achievement and sets expectations for successful performance.

3. Transparencies





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4. Research Summary

Cooperative group learning refers to the use of small, structured groups of heterogeneous-ability students completing academic tasks together in an interdependent, cooperative environment. Positive interdependence is a social psychological term meaning that the goal attainment of one member is positively related to the goal attainment of other members. In other words, the actions and performance of one member of an interdependent group affects the other members of the group. In one cooperative group model, social skill training of students in effective group behaviors is an integral part of the program (Johnson & Johnson, 1975).

Recent studies have found increased achievement of students in cooperative learning groups compared to other classroom techniques when individual accountability as well as positive interdependence is emphasized (Johnson & Johnson, 1983; Slavin, 1980; Slavin & Tanner, 1979). The results of a statistical meta-analysis of 122 studies that compared cooperative, competitive, and individualistic learning found cooperative ferent ability levels result in a wide variance of achievement. A realistic and differentiated view of others is more likely to occur in the cooperative context as opposed to individualistic or competitive contexts. Cooperative learning groups are best formed using heterogeneous ability membership.

N. CHARACTERISTIC 14: Positive teacher-student interaction

1. Indicators

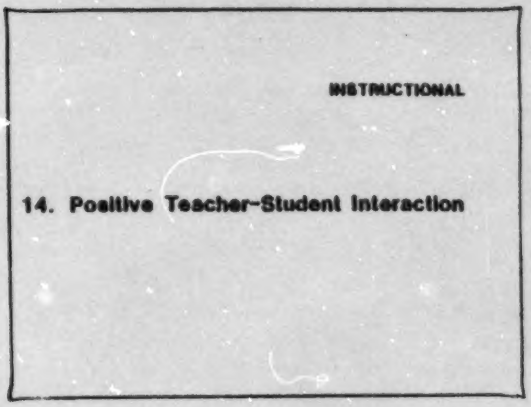
Positive teacher-student interactions are characterized by:

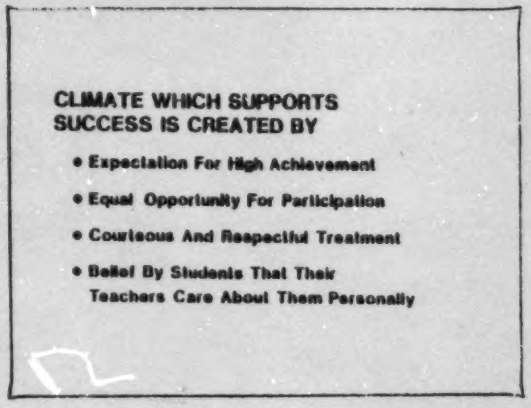
- teacher expectations for high achievement from all their students
- equal opportunity for participation in classroom activities
- less differentiated teacher behavior toward students of different ability groups
- courteous and respectful treatment of all students regardless of their race, religion, sex, economic status, or achievement level
- the belief of students that their teachers care about them as people

2. Sample Presentation Script

A positive, warm interaction between the teacher and students reflects a belief that all students are capable of learning. It also communicates high expectations for student achievement. Teachers' respect for students tends to promote a positive classroom climate. That climate is also affected by an expectation of academic involvement and achievement and an equal opportunity for student participation. Such an attitude on the part of teachers communicates to students that they care about them personally.

3. Transparencies




CLIMATE WHICH SUPPORTS SUCCESS IS CREATED BY
• Expectation For High Achievement
• Equal Opportunity For Participation
• Courteous And Respectful Treatment
• Belief By Students That Their Teachers Care About Them Personally

4. Research Summary

Teacher behaviors reflect and reinforce a school's overall climate (Squires et al, 1981). Just as teacher expectations can have a negative impact on student performance, (see Characteristic # Eleven), expectations can also have a positive effect: they can communicate to students the expectation and belief that all students can learn. Many teacher believe that an orderly environment can only be established through authoritative and repressive control tactics. Many teacher disregard that the majority of problem children are those with learning problems who are not meeting with success (Bloom, B., 1976; Bloom, R., 1980; Duke, 1976, 1978; Glasser, 1969; Kindsvatter, 1978). Teachers who communicate high expectations to all students and do everything possible to help all students attain basic competencies also impact three aspects of student learning climates: student academic norms, student self-concept of academic ability, and students sense of academic futility. All three of these factors relate to students' feelings about learning. The things which teachers say and do create an atmosphere within the classroom which has a tremendous impact on learners. When teacher-student interactions are characterized by positive, warm, attitudes and feelings of respect, a climate which supports success is created.

O. CHARACTERISTIC 15: Order and discipline communicating the seriousness and purposefulness with which the school takes its tasks

1. Indicators

Rules and expectations for students:

- are written, posted, and communicated to students
- go beyond the classroom to include hallways, recess, lunch hour and assemblies

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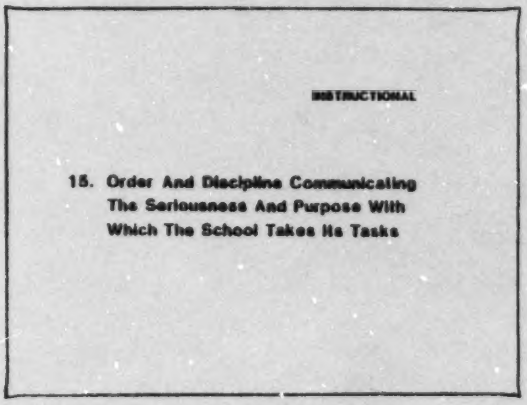
- represent school-wide norms
- are enforced by all teachers toward all students - not just those students assigned to them
- are reflected in written policies and procedures for staff to follow to deal with student misbehavior
- are consistently upheld by all staff
- should be tied to learning (rules and procedures are established to help students learn more effectively)
- include identification of specific required behaviors
- include both negative and positive consequences that result from non-compliance

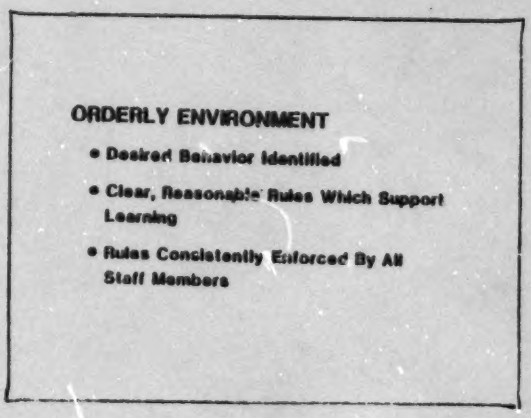
2. Sample Presentation Script

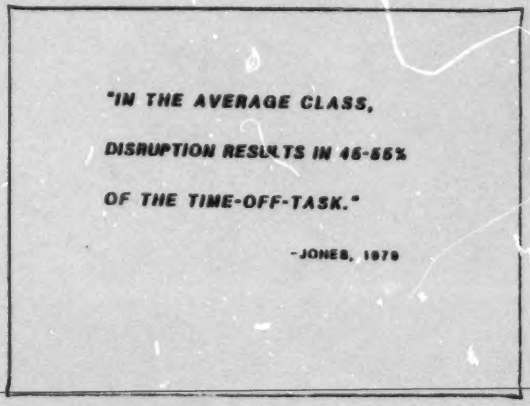
An orderly environment supports learning. A noisy or disruptive environment is not conducive to learning. An orderly environment is supported by clear, resonable rules which are communicated to all affected. A few clear, reasonable rules are necessary. Some schools have established a few school-wide rules that all students are expected to follow.

Rules are fairly and consistently enforced. Consistent enforcement has been found to be very important in discipline. Also, students must be made aware that any teacher will enforce these rules - not just their teacher. These rules are enforced by all teachers for all students whether in the classroom, hallways, lunchroom or waiting for the bus. They are norms for the school.

3. Transparencies


INSTRUCTIONAL
15. Order And Discipline Communicating The Seriousness And Purpose With Which The School Takes Its Tasks


ORDERLY ENVIRONMENT
• Desired Behavior Identified
• Clear, Reasonable Rules Which Support Learning
• Rules Consistently Enforced By All Staff Members



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4. Research Summary

The seriousness and purposefulness with which the school approaches its task is communicated by the order and discipline it maintains in its building. It seems logical that students cannot learn in an environment that is noisy, distracting, or unsafe. Some recent research indicates that clear, reasonable rules, fairly and consistently enforced, not only can reduce behavior problems that interfere with learning but also can promote feelings of pride and responsibility (Brookover, 1979; Weber, 1971; Glen, 1981; Rutter, 1979; Edmonds, 1979, 1981; Stallings, 1978; Coleman, 1981).

Higher achievement is associated with effective management of behavior (Brookover Beamer, Efthim, Hathaway, Lezotte, Miller, Passalacqua, & Tornatzky, 1982). Part of the reason for this seems to be that minor interruptions related directly to time-on-task. In the average class, disruption results in 45-55% of the time-off-task (Jones, 1979). In a poorly managed classroom, this percentage could be much larger!

These six characteristics make up the classroom instructional characteristics. What the teacher does in the classroom has a direct impact on student achievement.

Worksheet #3: Ask each member of the group to indicate where they would mark the continuum and tell why. After each has shared his/her individual perspective, the group should decide where to place the mark for their school. Allow 10-15 minutes for this activity.

INSTRUCTIONAL CHARACTERISTICS OF EFFECTIVE SCHOOLS

10. High Expectations
11. Teacher Designed Instruction
12. Multiability Groups
13. Cooperative Learning
14. Teacher-Student Interaction
15. Order And Discipline

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To what degree has your school focused on the following characteristics?

	Very little	Moderate	Intense
A. High expectations for students, staff and administration	1	2	3
B. Teacher-designed instruction	1	2	3
C. Multiability grouping of students	1	2	3
D. Use of cooperative learning groups	1	2	3
E. Orderly, disciplined environment	1	2	3
F. Positive teacher-student interactions	1	2	3

1. Sample Presentation Script

This session will overview information related to effective school improvement and staff development programs. This research was reviewed and is presented because it is important to know not only what conditions will improve schools but also how to most effectively create those conditions. Landmark studies conducted by the Rand Corporation examined federally funded programs and found that the training process and organizational context were as important as the program itself. The focus will be on the components that impact improvement efforts in schools.

A. Loosely-Coupled Organizations

As compared to other bureaucracies, schools are characterized by being more "loosely-coupled" which means that lines of authority are not as clearly defined in schools as in other organizations. This is evidenced in at least three ways:

1. Multiple and contested goals

   Schools do not always have clear goals, in fact, there can be many contrasting goals within the same building. Are "basics" defined as reading, writing, and mathematics or do they involve science and social studies? Most of our schools have music, physical education, and art. Where do these programs fit into an "achievement-oriented" philosophy? Vocational, agriculture, and computer programs have been identified in many schools as important. All of these programs deserve attention and consideration; the question is a matter of priority.

2. Accessible to outside pressures

   Schools are greatly influenced by the community. Special interest groups, changing family structures, political and legal decisions all put pressure on schools. New curriculum and school policies can originate outside the school. For example, bike safety, health education, metric education, and computer literacy have received impetus from outside pressure. School desegregation, busing and state funding formulas have also affected what happens in schools. These pressures can create an unstable environment in which schools try to operate. Additional pressures and strains resulting from planned change efforts contribute to that environment.

3. Relative autonomy of teachers

   In most organizations there are routines and practices which employees follow in spite of personal style or former training. Members of those organizations follow standard procedures and protocols. In comparison, teachers have relative autonomy in their classroom. Brookover and Erickson (1975) state:

   > "The teacher's official status is subordinate in the formal authority to the administrator and school board. In practice, however, few can tell a teacher how or what to teach."

Schools are divided into classrooms and once the classroom door is closed, the teacher has an uncharacteristically large amount of discretion over the way things are run.

B. Organizational vs Individual Phenomenon

Change efforts impact both the organization and individuals within the organization. Neither facet can be ignored. For example, adoption of an instructional strategy can impact other parts of the school organization as well as the classroom. Time and effort are shifted to that technique; the principal's time is impacted by providing follow-up; budget resources are focused on the new strategy. This same adoption will impact what happens in the individual teacher's classroom. Students may react differently; the teacher may feel discomfort at first while trying out new strategies, and parents may question the change. Both the organization and the individual must be considered when making decisions regarding change.

C. Staff Involvement

The research has found the principal and a "critical mass" of the faculty must be involved in order to make long-term and meaningful changes in schools. To help tighten the structure of schools so that successful change can occur, the role of the principal and teacher should be well defined. Academically successful schools have been characterized by expectations of all staff for high achievement. A handful of teachers does not impact the entire student population; the greater the number of teachers involved in the change, the greater the impact of the program.

One newly defined role for the principal is that of an "instructional leader": a person who is a knowledgeable colleague, a process monitor, and a supportive leader. In this role the principal follows training with in-classroom observation and conferencing to help teachers acquire and maintain new instructional skills. When principals have a clear idea of their role and knowledge of the process of change, the change tends to be more successfully implemented.

D. Indicators of an Improvement Climate

Judith Warren Little examined conditions in schools which promoted the continuous improvement of teaching. She noticed some school staffs were very involved in improving instruction informally or formally through staff development programs. She wondered what made the difference in these schools and found some distinctive norms:

- Collegiality

  Schools where staffs consciously worked on improving instruction were marked by a norm of collegiality. Teachers trusted each other as professionals; they discussed instructional issues and prepared materials together; they visted each other's classrooms and gave feedback on instruction.

- Continuous Improvement

  Teachers in these schools believed they could always improve their instructional practices. They knew their work was never done, that they could continually refine and learn better ways to teach.

- Experimentation

A norm of experimentation communicates that there is no expectation that new practices will be done "perfectly" the first time or even the first few times. Teachers will be supported when they try new practices, they can take a risk without fear of reprisal.

- Talk About Teaching Practices

Staff members talked about instructional issues in the lounge, not merely personal issues or "gripe" sessions. They shared a professional language that was specific and precise. For example, motivation did not have to be defined; staff members understood meanings and could therefore attend to implementation issues.

E. Stages of Planned Change

Planned change efforts are complex. Researchers have identified practices, procedures, and conditions which promote successful change efforts. If the issues of each of the stages of planned change are attended to, an innovation seems more likely to be successfully implemented.

1. Recognition and assessment of need

The best change efforts seem to occur when the innovation addresses problems or inconsistencies discovered by the members of the organization. The first step is to define the problem and determine that it warrants a change in practice.

2. Initiation

The formulation of preliminary plans which will address the need is the first step. These plans, which might include goals, objectives, strategies, techniques or services, are preliminary and open to modification and revision as a result of implementation and evaluation process.

3. Adoption

A decision to use a new product, technique, or service occurs in the adoption stage. Adoption is the starting point of implementation. For example, this stage can involve arranging for inservice training or purchasing text books. Many planned change efforts end at this stage. There is an assumption that adopting a new program or attending a training session will mean that the program or procedure will be successful in the classroom. Research has pointed out the fallacy of this assumption.

4. Implementation

Once the new skill is developed in training, the next step is to ensure the actual use of the innovation in the classroom. It is difficult to move from training sessions to a change in classroom practice. Assistance and feedback must be provided while skills are being applied in the classroom as new behavior.

5. Institutionalization

Implementation does not insure institutionalization. The innovation must be viewed not just as something for this year, but as an expectation for standard classroom practice. Institutionalization means the desired change has become a "routine" procedure in the school's classrooms.

6. Evaluation

Innovations should be continuously evaluated to see if the expected improvements have been made. This goes beyond evaluating the training to the impact on classroom instructional behavior and student achievement. Evaluation can begin a new cycle of problem identification and needs assessment.

Successful programs are characterized by a problem-solving view of change. The new program or procedure is viewed as a workable solution to a shared problem and, therefore, more likely to become institutionalized. Successful programs also recognize the time and effort involved in implementing a change in classroom practice and provide the conditions necessary to assist teachers in making the change.

> **Worksheet #4**: Ask small groups to think of an innovation in their school which was only marginally successful or failed. List or describe activities or events which were at each stage of planned change (10-15 minutes). Then ask the group to analyze why the innovation was not institutionalized (5 minutes).

F. Training Programs

When staff development programs are planned another set of factors need to be considered. Georgia Sparks, in the November 1983 Educational Leadership reviewed research on staff development and found these critical elements:

1. Participatory decision-making

The theme of teacher involvement in decision-making and planning has been mentioned repeatedly in the research. When teachers see a need for the change and have been involved in the planning to resolve those needs, the staff development program is more likely to be successful.

2. Workshops

Effective workshops are composed of the following elements:

- Presentation

The presentation provides the theoretical base and concepts associated with the technique. Participants need to understand why and when to use the new practice. Information that helps teachers put the technique into practice should be included. A theory is important but relevant, practical, "nuts and bolts" implementation ideas need to be provided.

Stages of Planned Change

Think of an innovation which was marginally or unsuccessfully implemented in your school.

List or describe activities for each of the following stages which were completed to prepare, adopt, or implement this innovation.

1. Problem-Identification: Awareness, definition of need or problem

2. Initiation: Decision and planning how to address needs

3. Adoption: Beginning of training or new procedure

4. Implementation: Actual use of the innovation or practice

5. Institutionalization: New practice becomes incorporated into existing structure, becomes routine

6. Evaluation: Assessment of improvement

- Demonstration

A demonstration of the new practice should be presented. This can include movies, videotapes, or actual live demonstration. Participants need to see the practice in operation.

- Practice

Time during the workshop should be set aside for teachers to practice the new behavior in a safe environment. If teachers practice the new behavior and understand the components of the practice, transfer to the classroom is more likely to occur. Discussions which allow teachers to share successful implementation ideas and voice concerns will allow them to find ways to adjust the new technique to their personal situtation.

- Feedback

Teachers need corrective feedback on their practice: clear, specific, and descriptive feedback on their mastery of the technique.

- Coaching

Bruce Joyce has been examining teachers' skill acquisitions for years. He found that it is difficult to transfer new behaviors learned in a workshop to actual use in the classroom. Conditions between the training session and the classroom can be so dissimilar that the new practice is not easily moved from one setting to the other. Coaching has been found to make a difference in helping teacher use the new practice in an appropriate, timely way.

It takes into consideration that a new technique must be practiced 15-20 times before it becomes comfortable.

3. Scheduling

Single-day or half-day training sessions have been found not to bring about long-term change in behavior or skills. Motivational or awareness level training can be done in one session for the objective is not to develop new skills in the participants. When skill development is the objective, many short training sessions separated over time (2-3 weeks apart) is desirable. This training schedule prevents an overload of information and allows teachers to try the technique in their classrooms and deal with implementation problems during training.

4. Classroom Visits

Classroom visits and feedback are important as they allow for "job-embedded" practice. This activity reinforces collegial relationships and discussion of instructional issues between teachers. Because a classroom visitation is a new technique for many, some training may be needed.

5. Time

Successful implementation of innovations, especially innovations which require major changes, takes three to five years. Recent research has shown that as many as 15-20 practice times may be necessary before the teacher attains routine use of the new method. During this practice time the teacher can also be experiencing some discomfort. An ordinarily smooth, organized teacher can feel hesitant and disorganized when trying a new instructional method. Much support is needed during these initial stages to ensure the teacher does not discontinue use of the new technique.

If the technique is to affect most students and result in increased achievement scores (which are reported by whole grades or entire schools) a significant number of staff need to be involved in actual implementation. This involvement will take a long period of time.

G. Curriculum Alignment

One last issue to remember when considering improvement activities is curriculum alignment. McRel, the Mid-Continental Regional Education Laboratory, has been involved in school improvement efforts for many years. One of the latest analyses of their research shows that an essential ingredient of effective schools was an examination of <u>what</u> was taught as well as <u>how</u> it was taught. The most effective instruction teaches a conceptualization of the subject material rather than bits of information.

For example, history can be taught by having students memorize names, dates and events or taught by showing how the art, politics, architecture, religion, and government reflect the value system of a historical era. This means the teacher needs to examine and structure activities to address concepts and major topics. According to McRel, curriculum alignment may be more important than any component of an effective school. It ensures that <u>what</u> is taught is important, useful, and essential.

Summary

The enormous complexity of planned change efforts can seem overwhelming. This session has attempted to identify organizational issues and personal issues which should be attended to and to give guidelines on how to plan and implement effective staff development programs. This session also stressed the necessity of including long- term follow-up and to examine the curriculum which is being taught.

Worksheet #5: We would like each team to assess forces presently existing in your school or district which will enhance improvement efforts and the forces which might be barriers to change. The activity is called a force field analysis. All lists should be developed using brainstorming techniques.

2. Transparencies

IMPLEMENTING AND

SUSTAINING CHANGE

SCHOOLS ARE LOOSELY-COUPLED ORGANIZATIONS CHARACTERIZED BY

- Multiple And Contested Goals
- The Unclear Technology Of Teaching
- An Accessibility To Outside Pressures

PLANNED CHANGE IMPACTS

The Organization

And

The Individual

INDICATORS OF IMPROVEMENT

- Collegiality
- Continuous Improvement
- Experimentation
- Talk About Teaching Practices

STAGES OF PLANNED CHANGE

1. Assessment Of Need
2. Initiation
3. Adoption
4. Implementation
5. Institutionalization
6. Evaluation

"Meaningful Change Must

Involve The Whole School.

The Principal And A Critical Mass

Of The Faculty Must Be Involved..."

-GAUTHIER (1982)

SUCCESSFUL PLANNED CHANGE EFFORTS

- Involve Those Expected To Implement Change In Decision Making And Planning
- Plan Workshops Which Include
  - Presentation
  - Demonstration
  - Practice With Feedback
  - Coaching
- Provide A Series Of Training Sessions
- Allow Classroom Visits By Teachers
- Make Long-Term TIME Commitment

CURRICULUM REALIGNMENT

EFFECTIVELY TEACHING...

WHAT ?

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Force Field Analysis

1. Choose one improvement goal for your school. List forces that will help you accomplish this goal and those which might restrain your efforts.

Helping Forces	Restraining Forces

2. Choose two restraining forces and list some possible courses of action to reduce the effects of the force or to eliminate it completely.

Restraining Force: _____

Possible actions to reduce its force: _____

_____

_____

_____

Restraining Force: _____

Possible actions to reduce its force: _____

_____

_____

_____

Choose two helping forces and list all actions which could increase the positive effects of these forces.

Helping Force: _____

Possible actions to increase its force: _____

_____

_____

_____

Helping Force: _____

Possible actions to increase its force: _____

_____

_____

_____

4. Review the actions just listed for both the helping and restraining forces and select 1 action which seems most effective and practical to implement.

5. List materials, persons, and other resources available for carrying out the action selected in number 4.

Proposed Action: _____

_____

Resources Available: _____

_____

_____

_____

_____

_____

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A. CHARACTERISTIC 1: Common sense of purpose and clearly defined goals and expectations related to student achievement

1. Indicators

This value system can be demonstrated by:

- having school goals as well as administrative, teacher, and student performance expectations clearly stated in written form
- organizing the school's activities around "high student achievement" High student achievement should be a clearly defined standard and be recognized by all as a priority of the school
- designing school policies and procedures to promote student achievement
- insuring consensus and commitment to these goals among administrators, teachers, and students

2. Sample Presentation Script

According to the research, effective schools have clearly defined their goals and their goals are related to student achievement. They have clear expectations for all students, not merely a segment of the student population. The question becomes: **What does the school expect every student to learn?**

To attain clear goals and expectations, the faculty, administration, students, and community should go through a process of identifying goals and insuring there is consensus on what is going to be accomplished. Commitment to meeting those goals is essential. Commitment and consensus also means that everyone is clear as to their role in helping students attain those goals.

Clearly defined goals and expectations mean more than merely having a written mission statement which is revised every 5 years and placed back on the shelf. Once goals and expectations have been identified, school policies and procedures are examined in light of those goals and expectations.

Effective schools place highest priority on student achievement over other activities and events. All the members of the school organization act in ways which support the accomplishment of those goals.

Goals and expectations can be multi-dimensional. While most people would agree that attainment of basic skills is important, other goals can have equal weight. Traditionally, psychosocial development, higher level thinking skills, and vocational preparation have also been identified.

Goals and expectations reflect the community's definition of effective schools and should be decided through a process of discussion between staff, administration, community, and students.